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ABSTRACT

Courses and facilities of the Saskatchewan Newstart program are discussed as they pertain to human resource development. In addition, materials available for conducting 17 courses related to human resource development are listed, briefly annotated, and the price for each is given. The Saskatchewan Newstart Social Invention Centre is discussed first, followed by the descriptions of the following courses: Basic Literacy for Adult Development; Fluency First; LINC Mathematics and Communications; Life Skills Course; Development of New Training Methods; Small Business Management; New Careers Ladder; New Careers Ladder: Socanics; New Careers Ladder: Coaches. Photographs are provided of Resources and Facilities. (DB)

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METHODS FOR HUMAN RESOURCE DEVELOPMENT

SASKATCHEWAN NEWSTART

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METHODS FOR HUMAN RESOURCE DEVELOPMENT

Saskatchewan NewStart is engaged in the development of new methods of adult training and counselling. It is jointly sponsored by the Saskatchewan Department of Education and the Canada Department of Regional Economic Expansion which fully funds the Corporation.

SASKATCHEWAN NEWSTART
FIRST AVENUE at RIVER STREET EAST
PRINCE ALBERT, SASKATCHEWAN, CANADA

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SASKATCHEWAN NEWSTART

SOCIAL INVENTION CENTRE

The ailments of society today are much the same as the ailments of society 2, 3, 4 and 5 thousand years ago. For instance, few Canadians would deny the existence and seriousness of the problems of poverty, racial strife, unemployment, crime and mental illness in Canada today. The terrible facts are that to a large extent we still use the ineffective methods of Biblical times to treat these serious social problems. In that time span, transportation has changed from the donkey to the jet; communication from face to face conversation to radio; medicine has abolished the ravages of many diseases including diabetes, polio, and tuberculosis, and invented methods of preventing many diseases such as smallpox. But we have made little or no progress in inventing better methods of alleviating racial strife even though we have it in our own country; poverty, even though we have a great deal of that; unemployment, even though we have far too many unemployed; crime, even though we have a greater proportion of our citizens in prison than any other country; and mental illness, even though one half of the hospital beds in Canada are occupied by the mentally ill.

When we look at our social problems we do not find the same progress that has been made in transportation, communication and health, for instance, because we have not tried to invent better methods. This is serious because our social problems are growing in severity. People are no longer docile about being in jail, or unemployed, or poor, or discriminated against. They are using television, sit-ins, demonstrations, marches, strikes, boycotts and even violent means to get their points across. To a great extent they are being aided and abetted by politicians who attempt to arouse support for such noble ideals as the "elimination of poverty", "equality", "master in our own house", "new deal for people". We are somewhat cynical about these election promises, as the politician must be, not because he does not believe his promise, but because when a government goes to implement such a slogan, the process of developing enabling legislation often distorts these ideas to accommodate existing legislation, jurisdiction, and constitutional prerogatives.

By the time a program is made operational it bears little relationship to the original objective of the politician to do something for the people. Four main factors wear away the promise and blunt the intent of the legislation.

First, the promise is subdivided between federal, provincial and local jurisdictions.

Secondly, the promise is subdivided between departments such as health, welfare, education, manpower, economic expansion, trade and industry, Native Affairs, etc., to name but a few.

Thirdly, economists who largely control our governments interpret social objectives in terms of economic programs and thus concentrate upon the allocation of money and other resources. These programs then become ends in themselves rather than means to achieving social objectives.

Fourth, at the implementation level, program formulation is placed in the hands of the professions and institutions that have already demonstrated an inability to cope with the problem. This is as if we had told the railways we needed a better means of transportation and asked them to do something about it. Can you imagine what would have happened if the car or airplane had been assigned to the railway to develop? We would still be in the railway age, and the car and plane would both be ineffective, awkward means of transport. Yet, this is precisely what we do with our social problems and innovations.

These reasons explain our limited progress in the reformation of criminals. The prison was first invented by Pope Clement XI in 1700. Until that time felons were held only until they had been acquitted, banished or executed. So the invention of a prison was a great social invention. Unfortunately, it did not meet Pope Clement's expectation of reforming the criminal, and to a large extent his hope has not yet been realized. The reason is that research and innovation have

been assigned to the jailers. They are no more likely to come up with a new method than the railway was to have invented the car. The invention of the prison was made by the Pope not by people engaged in the management of criminals. The invention of better methods of penal reform will be made only by people who have no direct or indirect interest in the maintenance of the present system. But we provide no opportunity to experiment with social inventions.

We could say the same about our welfare system. Welfare was invented 4,100 years ago, and very slowly we have developed a welfare system that is increasingly humanitarian, but still manages to keep the poor people poor, and the clientele faithful. We would be immensely dissatisfied if our health care had little improved over 4,000 years, but we are not particularly concerned that there is little change in welfare methods in that time.

The only hope of improving our welfare system is to invent entirely new methods. Methods that are as different from present welfare methods as the car was different from the horse.

So a government that wants to diminish the extent and seriousness of social problems, such as poverty, illiteracy, racial strife, unemployment and crime, has basically three alternatives:

1. Reorganize the delivery of service to the people by reorganizing and re-naming departments and by establishing more field offices.
2. Intensify the use of present methods that have proved inadequate such as training, casework and incarceration.
3. Invent better methods of human and social development. This alternative has been almost totally ignored.

It is instructive to contrast the approach used in the physical and biological sciences and technologies to that in the behavioral and social sciences and technologies.

In the case of physical ailments of people, animals, trees, crops, and fish, all three alternatives may be essential. No one, however, seriously believes that we will cure cancer, arthritis, hay fever, or the common cold by greater doses of existing medicines or by reorganizing our hospitals. We know that new treatments or approaches must be invented in addition to other modifications in present approaches.

Enormous sums are spent on physical science research and the related applied areas. In contrast, at the present time, Canada does very little to **invent** better methods of reducing poverty and its related social ills. We are today trying to cope with age-old social problems while signs of new crises appear on the horizon. There is an immediate and pressing need, therefore, for new methods of resolving our present and future social problems. The methods can be invented only by a process of action-research which conceives, develops, conducts and evaluates new approaches in real life situations producing usable and effective methods.

There is a need for social scientists to work in social science research laboratories with other social scientists to create important social inventions.

The methods that we are using today to try to solve our social problems are about 4,000 years old. On the other hand, the methods that we use to solve our medical, agricultural, transportation, industrial, etc., problems are perhaps twenty-five years old on the average. The essential cause of our failure to solve our social problems is that we have not tried to invent better social solutions. And yet, we take medical research laboratories, agricultural experimental farms, fisheries research stations, oceanographic research institutes, etc., for granted, well not exactly, because we want to enlarge them. We want more money spent on cancer research, on bertha worm control research, etc. But we do have the organizations to do that.

We could rid society of the age-old social problems of racial strife, mental illness, crime, poverty, etc., if we would establish social invention centres to create the solutions.

Saskatchewan NewStart is engaged in the experimental development of new methods of counseling and training adults. It is jointly sponsored by the Government of Canada and Saskatchewan.

"There is no question that action-research and development programs in the broad areas of human and social porblems are needed in Canada. The Economic Council, the Senate Committee, various parliamentary committees, and individual social scientists and researchers have pointed out the serious lack of a continuing source of practical information and data on human and social problems. NewStart represents an attempt to develop field-research agencies which would eventually be capable of providing essential information, of evaluating various government programs, and of developing new approaches to solving the persistent problems of poverty, ignorance, and apathy, which prevent the full development of Canada's human resources."*

* (Special Senate Committee on Poverty, Poverty in Canada, Ottawa, Information Canada, page 154.)

BASIC LITERACY for ADULT DEVELOPMENT

A course covering the grades from 1 to 4 inclusive, in Communication and Mathematics for adults. Communication includes reading, writing, spelling, comprehension, and oral expression. The program is completely individualized so that totally illiterate and partially literate adults can enter the course at the same time but be given training in accordance with their individual level of knowledge.

The literacy course is an adult upgrading program beginning at the initial level and forming a natural prerequisite to retraining programs. The plan includes the establishment of adequate knowledge and skills to make an adult functionally literate for the rest of his life. Also built into the academic structure of the program are information and learning processes designed to lead illiterate and semi-literate adults from a background of restricted experience and attitude to an understanding of the wider, literate, industrialized society which occupies the mainstream of Canadian life, and to teach adults how to continue learning by themselves after they leave a formal adult basic education course.

Illiterate adults need academic education to enable them to use mathematics and to read, write, and speak English correctly and fluently enough to live and work as active citizens in a modern, literate society. They also need extra academic education as a prerequisite for specialized occupational training or to qualify for jobs which require a certain minimum level of education for entry.

From a background of restricted experience and attitude ...

Many illiterates may not understand the values and objectives normally accepted in the wider world of a literate society. For them a curriculum prepared for the wider society is not suitable or acceptable; they need to be provided with learning situations which arise from their own experiences and lead outwards gradually.

With a poor background of academic education, they have not learned how to learn academically or how to go about solving the problems they meet in trying to fit into the broader literate society. They need understanding of the processes of academic learning so that they can use them for their own continuing educational development and apply them to solving their individual problems.

Saskatchewan NewStart has developed a program in Basic Literacy for Adult Development suitable for educationally disadvantaged adults according to the following objectives:

General Objectives and Criteria for the Basic Literacy Course for Adults

a. The program raises adults to a measured Grade 5.0 level as a minimum for those who cannot continue further training. This is probably the lowest level at which permanent literacy for adults can be maintained.

b. The program prepares adults to continue their education in existing Manpower upgrading programs.

c. In addition to satisfying the academic standards of **what** needs to be learned, the program will educate adults in the **process** of learning itself, in techniques of study, discovery, and reasoning which they can use to further their own educational development according to the principles of andragogy, the art and science of helping adults learn. This process is vital for adults at the lowest academic levels. Manpower training programs may not support them long enough to reach the higher levels, nor

can a limited program teach a person everything he needs to know. If an adult understands the process of learning, he can apply it to particular problems and use it for extending his own education.

d. The program is simple enough for non-professional instructors with a short period of training to handle if necessary, not too cumbersome to be used in small remote areas with limited facilities, and not too expensive for widespread use.

e. The program uses an individualized system of instruction which allows each student to start work at his own level of achievement and to progress according to his own capacity and desire to learn, which allows the instructor to be involved personally in the program of each student.

Objectives for training materials

a. Course materials contain subject matter of interest and of immediate value in mathematics and communication for the students.

b. Course materials are based initially on the limited experience of the target population. As the course develops, it is enriched and expanded from what the student already knows to the broader, literate society of the country, and the world. Course content can be used to arrive at concepts and generalizations which will help students to understand the values and objectives normally accepted in modern society.

c. Course materials include media other than books in order to satisfy individual learning preferences. Recommended multi-media include simple local materials available anywhere for practical activities in language and mathematics as well as uncomplicated hardware such as cassette tapes and tape recorders.

d. New content in both reading and mathematics is taught by the use of a tape-text method. The student listens to an explanation on tape, and responds to questions or instructions, while he looks at the words, sentences or mathematical examples given in a textbook written for his level of understanding. He can go over the lesson as many times as he needs to master it, in a completely individual way. The tape-text combination also provides drill, practice and self-testing as part of the learning process.

A New Method for Teaching Reading

For the Basic Literacy program, a system of "cueing" has been devised to indicate pronunciation. The adult student learns to recognize each sound of English in its most common spelling; then this common spelling is used to indicate how irregular spellings are to be pronounced. All of this is done in the context of words and sentences.

For example, students can learn the sound of —er in the word "her." Using the same sound with different spellings are the words **bird, heard, fur,** and **word.** When these words are used in reading passages, they have the letters "er" printed **under** them to show the pronunciation. The student will be able to use the cue as a guide, but he will still be looking at the correctly spelled word. With practice, he can learn to read without the cue, and cues are gradually eliminated in the reading materials.

This is not "phonetic writing." The student always reads the normally spelled words, using occasional cues to see how they should be pronounced. Cues are provided only where there is a choice of pronunciations, usually in regard to vowel sounds. Short vowels are not cued. Surprisingly few cues are needed.

To avoid over-dependence on the cues, each reading exercise is presented in two forms — with and without cues. At first, the student will read from the cued version until he is sure of the words and meaning; then he will read from the uncued version. Later, when he becomes more familiar with the words and spelling patterns, he may choose to attempt the uncued versions first, consulting the cued pages only when necessary. For convenience, the cued and uncued versions face each other on a two-page spread, and identical line positions are maintained for all the words.

This scheme combines the consistency of a phonetic system such as i/t/a with traditional orthography. The student learns the appearance of the word at the same time as he is learning a word attack system which can make him an independent reader.

New content in both reading and mathematics is taught by the use of the tape-text method.

FLUENCY FIRST

Among the Indian and Metis population in the northern part of the prairie provinces it has been observed that the inability of adults to use the English language effectively, prevents the acquisition of literacy skills, thus precluding progress in training schemes; hinders participation in economic and social development projects; lessens the probability of successfully managing their own affairs, either corporate or individual; frustrates the intentions of enfranchisement; inhibits the growth of self-confidence; and in general, limits their ability to cope with the daily problems of life in contemporary Canadian society. Therefore, for economic, social, and humanitarian reasons it is essential and urgent to provide these northern people of Indian ancestry with the effective means of learning English. With the knowledge of English they will acquire the prerequisite tool for becoming literate so that they may have the power of choosing what direction their own lives should take and will be able to contribute to the economy of the country.

Although there are several causes for the conspicuous lack of success in many literacy courses held in the North, one reason is outstanding: many of the adults who enrol do not know English well enough.

A student cannot participate actively in his own education unless he is reasonably fluent in the language of instruction. Yet how much training achieves its purpose if the student does not participate actively in it? He should be able to ask questions, make comments, take part freely in discussions, without being frustrated by a limited command of the language and without feeling timidity or shame about his speech.

The new approach that is necessary, then, is to recognize that many northern students must first learn to speak English before they can learn to read English. Teaching adults the language which will be the medium of instruction in a basic literacy course or any other training is attacking as close as possible to the root of the barriers that keep Indian and Metis people from having the power to manage their own affairs.

The principles and methods of TESL (Teaching of English as a Second Language) which grew out of research and experience in the teaching of English as a foreign language is being used in developing a fluency component for the Basic Literacy course. Language teachers assert that "knowing" a language means mastering the basic structures of that language along with a useful vocabulary which can be expanded as the learner's language needs grow. Mastering the structures and vocabulary means that in a given situation the learner can respond, automatically, with appropriate utterances in the new language. The learner's mother tongue is not used, or is rarely used, during instruction in the new language. Automatic language habits are developed through repetitions of sentence patterns, with substitutions of vocabulary, in real or realistic situations, by means of a wide variety of instructional techniques. Progress is made as the learner masters carefully graded sentence patterns, gradually increasing in complexity. Reading and writing of these sentences follows oral learning.

Fluency First will include a variety of oral language approaches and activities, such as:

a. Direct oral teaching by an instructor with a small group of students, following a prescribed program of selected, graded structures, with suggested initial vocabulary of content words, utilizing many types of visual aids, such as projectuals for an overhead projector, and many devices such as dialogues, role-playing, and language games, as well as short drills.

   It will also be necessary to give a limited amount of special coaching in the production of certain English sounds that do not occur in a student's mother tongue. It is essential that the students be able to differentiate English phonemes because the reading program will be based on the correspondence between sound and printed character.

b. Language laboratory practice using simple cassette tape recorders, as a reinforcement of other methods. The language laboratory will be utilized fully and creatively by combining its facilities with visual aids, such as coloured slides or projectuals, to stimulate responses realistically, rather than delegate to it nothing more than sterile drills. It will also prove useful in certain aspects of pronunciation practice and in testing.

LINC MATHEMATICS and COMMUNICATIONS

The program, **Learning Individualized for Canadians (LINC)**, covers the adult grade range from 5 to 10 inclusive. The LINC program is individualized so that the students are required to learn only what they do not know. It permits students to enter and complete the program on a continuous intake-output basis.

The Mathematics and Communications courses, using a process of Individually Prescribed Instruction consists of a simplified package which can be used easily in isolated areas.

The Courses

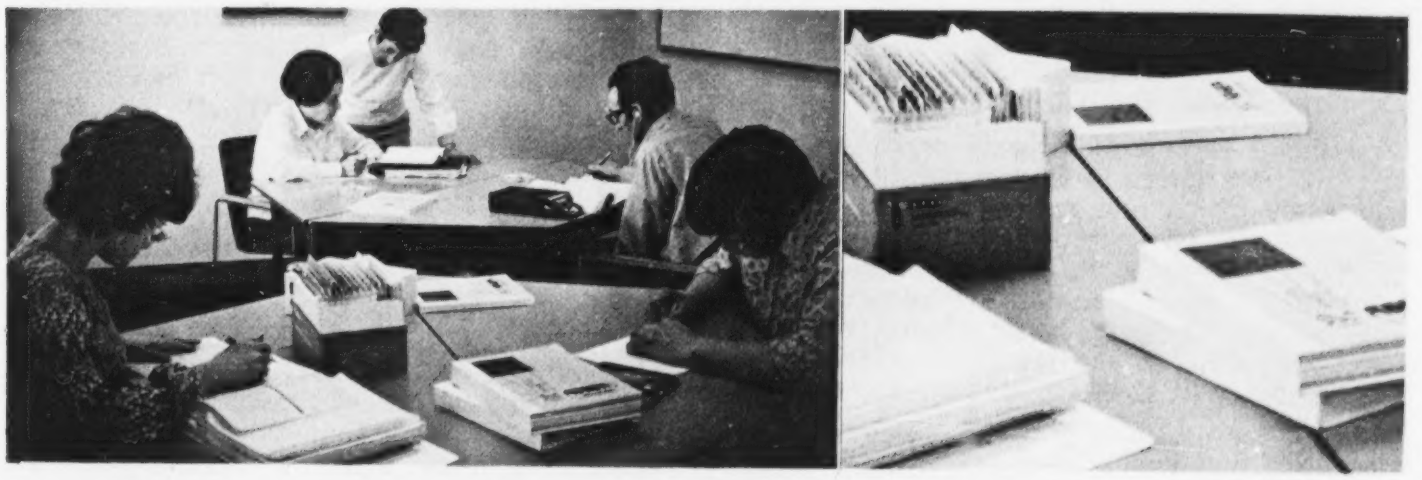
In both the Mathematics and Communication courses, subject areas are divided into *homogeneous* ***units*** *composed of a number of* concept **items,** each of which is broken down into **behavioral objectives** expressed in performance terms that describe what a learner will be doing when he demonstrates his achievement of the objective. The behavioral objectives are related to a selection of appropriate materials, some selected from commercial courses and some prepared by the Basic Education Division.

The Communications course includes coverage of reading, comprehension, language usage, spelling, and writing. It is divided into two sections for **Developmental Reading** and **Functional Reading.**

The printed curriculum books contain all the placement, diagnostic, and criterion tests necessary to fit the individualized process. Lists of behavioral objectives are divided into units and items, and there is reference to the recommended materials for students to use at every stage.

The Individualized Process

The purpose of the individualized process is to plan, provide, and conduct a battery of learning situations tailored to a trainee's characteristics as a learner. The process (see Figure 1) adapts instruction to the individual student in an integrated scheme of placement and diagnosis, prescription according to need, and evaluation to see if the student has achieved his objectives; the process follows a systems approach in achieving the objectives of the course. The wide variety of recommended materials allows the instructor to prescribe according to the personal level and needs of each student. Adults can then work truly at their own speed exactly where their need is.



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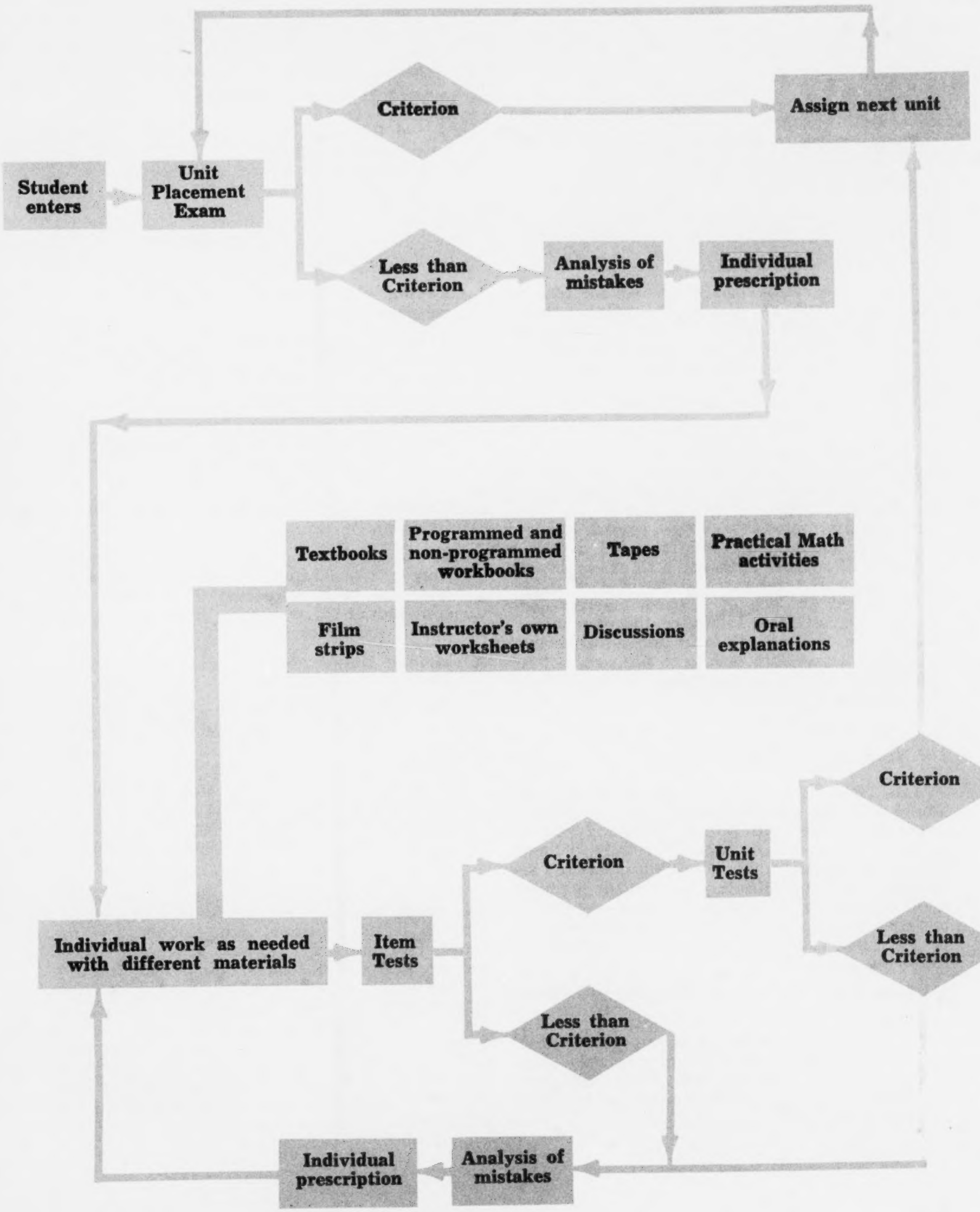


Figure 1: The Individualized Process for the Adult Mathematics Course.

LIFE SKILLS COURSE

A course to teach problem solving behaviors necessary to manage one's life responsibly and appropriately in the following areas of life: self, family, community, leisure and job.

Adults frequently lose their jobs for reasons other than lack of vocational skills or basic knowledge; sometimes they do not get jobs even though they have certificates and skills to offer. Frequently, the real reasons for not getting or keeping jobs are that skills in human relations and life responsibilities are lacking, or people are unable to take criticism and react maturely.

Disadvantaged adults often have negative attitudes towards self-development and towards home and family responsibilities; undeveloped interests and lack of ability to use leisure time purposefully; relatively little useful general knowledge about their community and society; a suspicion of authority figures such as employers, policemen and teachers; and feelings of inadequacy based on lack of rewarded accomplishment, low frustration tolerance and poor understanding of how to get, hold and advance in a job. Their immediate task is to prepare, not for the distant future, but to meet the demands of the present.

The Need for Life Skills Training

Life Skills training provides disadvantaged adults with the knowledge and skills to demonstrate competence in human relations and in areas of life responsibilities. Precisely defined, Life Skills means problem solving behaviors responsibly and appropriately used in the management of personal affairs. A sequence of planned experiences helps adult students to implement a personal program of development in each of the following areas:

(1) **Developing Oneself and Relating to Others**

Students identify and develop personal strengths and abilities and engage in a balanced degree of self-determinism; they identify, resolve, prevent and obtain help with personal problems; they contribute to group enhancing ways.

(2) **Coping with Home and Family Responsibilities**

Students identify, resolve, prevent and obtain help with family problems; they learn new skills to improve family life.

(3) **Using Leisure Time Purposefully**

The students use free time for personal development and social benefit and develop existing or new interests.

(4) **Exercising Rights and Responsibilities in the Community**

The students learn about the community so they can use resources effectively and for their intended purposes; they learn what contributions they can make for the benefit of self and community.

(5) **Making Responsible Decisions for Work Future**

The students learn about different occupations and opportunities, and having assessed own interests, aptitudes and abilities, choose a career goal and plan entry into it, so that through further training and experience, a more meaningful work life can be attained. They learn skills of selecting jobs and practise interpersonal skills related to getting and holding a job.

Life Skills education is an activity program. The adult student actively seeks **knowledge** through lectures, panels, symposiums, reading, audio-visual aids, discussions, visits and tours. **Insight and understanding** is gained through feedback techniques, problem-solving groups, experimentation, task assignments, situational tests and simulated activities. **Skills** are gained through practical experience, role-playing, drills and demonstrations. **Interests** are developed through plant tours, audio-visual aids, reading, creativity exercises, role-playing and group discussions.

Instead of receiving knowledge passively, the adult student engages actively in deriving, collecting, discovering, and utilizing information to solve problems. He writes, researches, compares, plans, computes, observes, thinks, dramatizes, feels, visits, leads, follows. Only time, imagination of the instructors and students and practicality limit, the activities that occur, as the program is life itself. The student's participation in personal goal setting and its modification through subsequent experience, integrates these activities.

The Life Skills course relates to other courses in that its content and methodologies give students a more realistic insight into their abilities, and some skills to handle themselves effectively in new learning situations. These insights provide them with confidence which permits them to learn the basic education skills and the vocational skills needed. The growth in the personal dimension provided by the Life Skills experiences, complements and supports growth on the vocational skill level.

The Life Skills Lesson

Each lesson has five stages marked by different forms of activity on the part of the coach and student. The Life Skills course describes these different stages as **stimulus, evocation, objective enquiry, application,** and **evaluation.**

In the **stimulus,** the coach presents the problem. He may do this in different ways: in one lesson, he shows a film; in another, he uses a case study; in another, a trust exercise. During the stimulus the coach might provoke, might inform, or question; he aims to stimulate discussion among the students.

In the **evocation,** the coach encourages the students to express their opinions and feelings related to the stimulus. The coach remains non-judgemental assisting students to express their concerns. Students share their knowledge about topic, helping each other to clarify the problem situation. The coach helps the students to classify the ideas given and to define the problem. He helps them formulate fact-finding questions for investigation in the next section.

In lessons of the first two phases, students might study themselves on video.

In the **objective enquiry,** the coach acts as a teacher or a guide. Students seek and relate new knowledge to the problem they defined; they search for answers to their questions; they practise new skills. In lessons of the first two phases of the course, they might study themselves on video, or use check lists to examine their own behavior. In lessons of the third phase, in which they study problems related to areas of life responsibility, they might study films, books, clippings from magazines, or they might go out of the centre to seek information and answers to their questions.

To facilitate the search for new data the course provides reference materials assembled in multi-media kits. No texts exist for a Life Skills course, but an abundance of material can be found on most topics. Magazines, daily newspapers, government departments, insurance companies and industrial corporations publish useful pamphlets. Because many of the disadvantaged have little access to this type of material, the kits include magazines and newspaper clippings, government and business publications and paper bound books. They also include pictures, films, film-strips, slides, cartoons and the names and addresses of local people willing to act as resource persons. The coach draws the attention of students to conflicting information and directs the students to other sources to resolve the conflict, or failing that, points out the fact of the existence of many unresolved conflicts.

In the **application** phase of the lesson, the coach helps the student apply knowledge and skills to the solution of a problem. The activities resemble real life situations whenever possible. The real life situation changes as the course develops. In the early parts of the course, the here and now situation is the learning group. In mid-course, the home, the community, or the job become the focus; students interact in the community, invite outsiders in, or plan simulations of real situations. In the lesson, **Identifying Strengths of the Family,** for example, video equipment is moved to a home to film a family meal; the group analyze the tape listing the strengths they see. In the lesson, **Getting Out of a Money Trap,** a student presents his case to one or more finance companies or credit unions, asking for help. The group discuss the advice given and help the student plan his course of action.

In the lesson, **Exploring Expectations of Employers,** employers come to the learning group to participate in a dialogue during the evocation phase of the lesson. In the application phase, each student seeks information at an employer's place of business. The data becomes the subject matter of later lessons, such as **Exploring Job Preferences** or **Applying for a Job.**

In the **evaluation** phase, the students and coach assess how they did and how the lesson helped them. In most lessons, the evaluation is done through discussion, analyzing videotapes or with check list. In all lessons, the coach notes the individual student's need for further practice on the skill objective and plans ways to provide this.

In summary, the lesson model has five phases: in the **stimulus,** the coach presents the problem situation; in the **evocation** the student reacts to and defines the problem, sometimes formally, sometimes not; in the **objective enquiry** the student searches out information and practises new behaviors; in the **application,** he applies knowledge and skill to the solution of the problem; and in the **evaluation,** he assesses what was done and how well it was done.

In evaluation phase, students and coach assess the lesson and how it helped them.

Lesson Implementation

In the Life Skills course, the coach uses the techniques of behavior training to produce behavioral change in the students. This requires a precisely stated behavioral objective recognized and accepted by the student, and that it carry a satisfaction of some sort in its achievement. The coach, or someone else in this behavior oriented learning group, models the behavior if necessary, and the group provides support to the person seeking behavioral change; or if necessary, it may impose sanctions. Evidence indicates that the students find satisfaction and accomplishment in the readily apparent change in behavior and their resultant increased personal effectiveness.

Life Skills Coach

The Life Skills course uses "coaches" as instructors. The coaches receive an intense four month training course providing experience with "encounter techniques" in group process, various instructional techniques (e.g., questioning, role-playing, lecturing), handling of the instructional equipment (e.g., projectors, videotape recorders, blackboard, audio recorders), and extensive practice using lessons of the Life Skills course with videotape recorder playback and peer evaluation. When actually conducting the Life Skills course, professional staff members supervise the work of the coaches. The primary personal requirements for successful coaches involve an above average amount of "fluid intelligence" and "authenticity", combined with a knowledge and understanding of the situation of the economically disadvantaged. The coach's personality and style set the tone by which the group builds a feeling of trust so essential to the practice of unfamiliar behaviors.

Videotape Recording and Playback

Feedback from the group and coach are supplemented by the use of videotape recordings. The testimony of the V.T.R. speaks for itself with indisputable evidence. People see and hear themselves as others see them, probably for the first time in their lives. The V.T.R. gives added force to the feedback which group members provide each other.

Development of the Conceptual Basis for Life Skills

The articulation of a Life Skills Process/Content model which links three main processes in the course, use of knowledge, use of group and use of problem solving behaviors, to the course content guided both the course development and implementation. Efforts to validate the model empirically demonstrated that the terms used to describe the model lacked adequate precision. Although the Life Skills Process/Content model has served, and continues to serve useful purposes, its further development will continue to instruct each phase of Life Skills development: written materials, coach training, and Life Skills training. In addition to the development of the model, the Life Skills development staff precisely defined Life Skills as problem solving behaviors appropriately and responsibly used in the management of personal affairs. A book titled **Life Skills: A Course in Applied Problem Solving** contains detailed discussions of the conceptual basis of the course.

The Life Skills Course in French

The course is also available in French.

USES OF LIFE SKILLS COURSE

The Life Skills course has received widespread attention and many organizations have identified and considered varied uses of the course, including the following:

Manpower Training

The course is being used in most provinces and territories on a demonstration basis within the Canada Manpower Training Program.

A French version of the course has been prepared and is being taught in New Brunswick.

Welfare

The course is being used with hard core welfare recipients in British Columbia and Saskatchewan NewStart is training a social worker from the Prince Albert Social Service Centre to conduct the course for similar people. St. Clair College, Windsor, has decided to use the course with hard core unemployed.

Mental Health

The Canadian Mental Health Association in Alberta has decided to conduct the course for people with psychiatric problems and job difficulties. Saskatchewan NewStart will train the CMHA staff to conduct the course.

Schools

A detailed plan for a Life Skills course for adolescents was prepared for the West-Brandt Foundation of Louisiana. A proposal was also prepared in collaboration with the Northern Areas School Board for developing and conducting a Life Skills course in the schools of northern Saskatchewan. Saskatchewan NewStart has trained teachers from Regina, Cranberry Portage, Manitoba, and De Ridder, Louisiana, to conduct the course in schools.

Correctional Centres

A plan for conducting the Life Skills course in correctional institutions was prepared for the Canadian Penitentiary Service. Certain lessons were conducted experimentally in one correctional institute and several others have indicated a desire to implement the course.

USES OF THE LINC PROGRAM

Basic Training for Skill Development (BTSD)

The Department of Manpower and Immigration provides training for thousands of Canadians each year to enable adults to qualify for better employment or further academic and vocational training.

The NewStart Program is now in use in special demonstration projects at BTSD training centres in Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick, Manitoba, Saskatchewan, Alberta and the Northwest Territories.

Correctional Centre Educational Programs

The transient nature of inmates in provincial correctional centres makes the flexibility of the LINC Program a valuable asset. The correctional centre in Prince Albert has found the NewStart Program a welcome addition to its upgrading classes.

Special Education in High Schools

Many high schools are extending their programs to meet the individual needs of potential drop-out students. Several high schools in Saskatchewan are using the LINC Program for this purpose.

Tutoring Projects

Students who for various reasons have temporarily dropped out of regular school systems are now being helped in alternative school projects sponsored by provincial Welfare Departments. Students are tutored on NewStart materials until they are ready to return to the regular schools.

Work Acivities Projects

The special projects, sponsored by city Welfare Departments, deal in adult education for social adjustment as well as academic improvement. The LINC Program is becoming an important component of the these projects.

Human Resource Development Materials

LINC (Learning Individualized for Canadians) Mathematics

The Mathematics Program has 15 modular units, each of which contains a system of placement and criterion tests for diagnosis of a student's functioning level, a number of curriculum items divided into behavioral objectives and a list of recommended commercial materials for prescriptions, which make possible a system of individualized instruction. The instructor's manual has an introduction explaining the individualized process. The kit is packed in one box with tabbed pockets for easy access.

Instructor's Manual, 3rd edition, 368 pages ..... $ 6.50
Kit containing materials for 15 students* $100.00

LINC (Learning Individualized for Canadians) Communications

The Communications manuals and kit are organized like the Mathematics Program, but Developmental Reading contains exercises in addition to tests and recommended commercial materials. Developmental Reading concentrates on teaching the skills of comprehension, evaluation, and word attack in reading as well as giving practice in them. Functional Reading includes language usage, letter writing, library, reference and grammar skills. The Skill Development Series is a collection of supplementary exercises. The Communications kit is packed in two boxes.

Developmental Reading, instructor's manual, 560 pages ..... $ 9.95
Functional Reading, instructor's manual, 234 pages ..... $ 4.95
Skill Reinforcement Series, instructor's manual, 351 pages ..... $ 5.95
Kit containing materials for 15 students* $225.00

Life Skills: A Course in Applied Problem Solving

This book of readings contains twelve essays dealing with different aspects of the course and its implementation. The book provides an overview of Life Skills for principals and directors of adult education programs. It contains essential references for Life Skills instructors and their supervisors.

181 pages, 5th edition $4.95

Life Skills Coaching Manual

This is a guide containing directions for the conduct of the Life Skills lessons. It describes the objectives for each lesson, the materials required, and gives detailed procedures for the instructor to use to reach the stated objective.

558 pages $9.95

Dynamique de la vie

A French version of the Life Skills Coaching Manual.

569 pages $9.95

Kit of Audio-Visual Learning Aids*

These specially designed videotapes, cassette tapes, overhead transparencies, 35 mm slides, and form masters provide the Life Skills instructor with resources essential to the operation of the course.

600 pages (approx.) $225.00

The Problems and Needed Life Skills of Adolescents

This book reviews the present cultural context of North American youth, surveys the characteristics of adolescents, describes the skills needed to deal with their problems and concerns, assesses the extent to which the Life Skills course meets these needs, and gives detailed recommendations for modification of the lessons and for preparation of new lessons.

271 pages $4.95

Life Skills Course for Corrections

This contains a description of the relevance of the Life Skills course for use in correctional therapeutic communities. A review of each lesson is given with recommendations for adaptation of the Life Skills lessons for the correctional setting.

52 pages $1.00

Life Skills Coach Training Manual

An indispensable resource to the instructor during his training period and a useful reference to him on the job. This manual discusses many training techniques and training problems with suggested remedies.

310 pages $4.95

Small Business Management

The Small Business Management Manual is the instructor's guide for conducting the course. It sets out the objectives of each of the 109 lessons, lists the resources required and a suggested methodology to follow. It also contains the student materials. The kit of student materials consists of reading, cases and exercises and is packed in three boxes.

Instructor's Manual, 2nd edition, 1600 pages in three volumes ..... **$ 29.95**
Kit containing materials for 20 students* **$375.00**

Socanics

Socanics are skilled workers in social institutions. They work as teachers' aides, social work aides, library workers, court workers, etc., in a wide variety of organizations in society. The Socanics course provides the common core training required by all such personnel. The specific occupational preparation may then be provided through on-the-job training.

Instructors Manual, 340 pages (approx.) **$9.95**

Preparation for Employment Program (PEP)

This report presents a model of how to systematically develop a comprehensive program which would enable the residents of an area to derive maximum benefits from major economic developments. The program will enable them to obtain employment in the construction phase, the operation phase, and also to take advantage of other local opportunities in the community or townsite development arising as a result of the major industrial development.

227 pages **$4.95**

A Plan for Fluency First

This is a detailed plan for an oral English course for adults who speak an Indian language as their first language.

177 pages **$4.95**

Plan for a Life Skills Course for Northern Adolescents

This book analyzes the Life Skills requirements of adolescents in the northern prairies and recommends the modifications and additions to be made in the adult course for use in the northern schools.

85 pages (approx.) **$2.00**

Fluency First: An Oral English Course

This text was developed for use in teaching adult illiterates who are taking or preparing to take a basic literacy course. It is assumed that the students have some experience in English oral communication, but this has not been adequate for them to function well in regular adult education programs. This text was prepared for use in teaching oral fluency in English.

417 pages **$7.95**

Fluency First: An Oral English Course Enrichment Materials

This book contains supplementary materials that can be used with Fluency First: An Oral English Course. The text contains lesson plans in the following areas of life to give practice with everyday conversation skills: shopping, employment, postal services, money, movies, travelling, health, welfare and law.

195 pages (inc. annexes) **$4.95**

LEREC: A Language-Development Recreation Program for Northern Communities

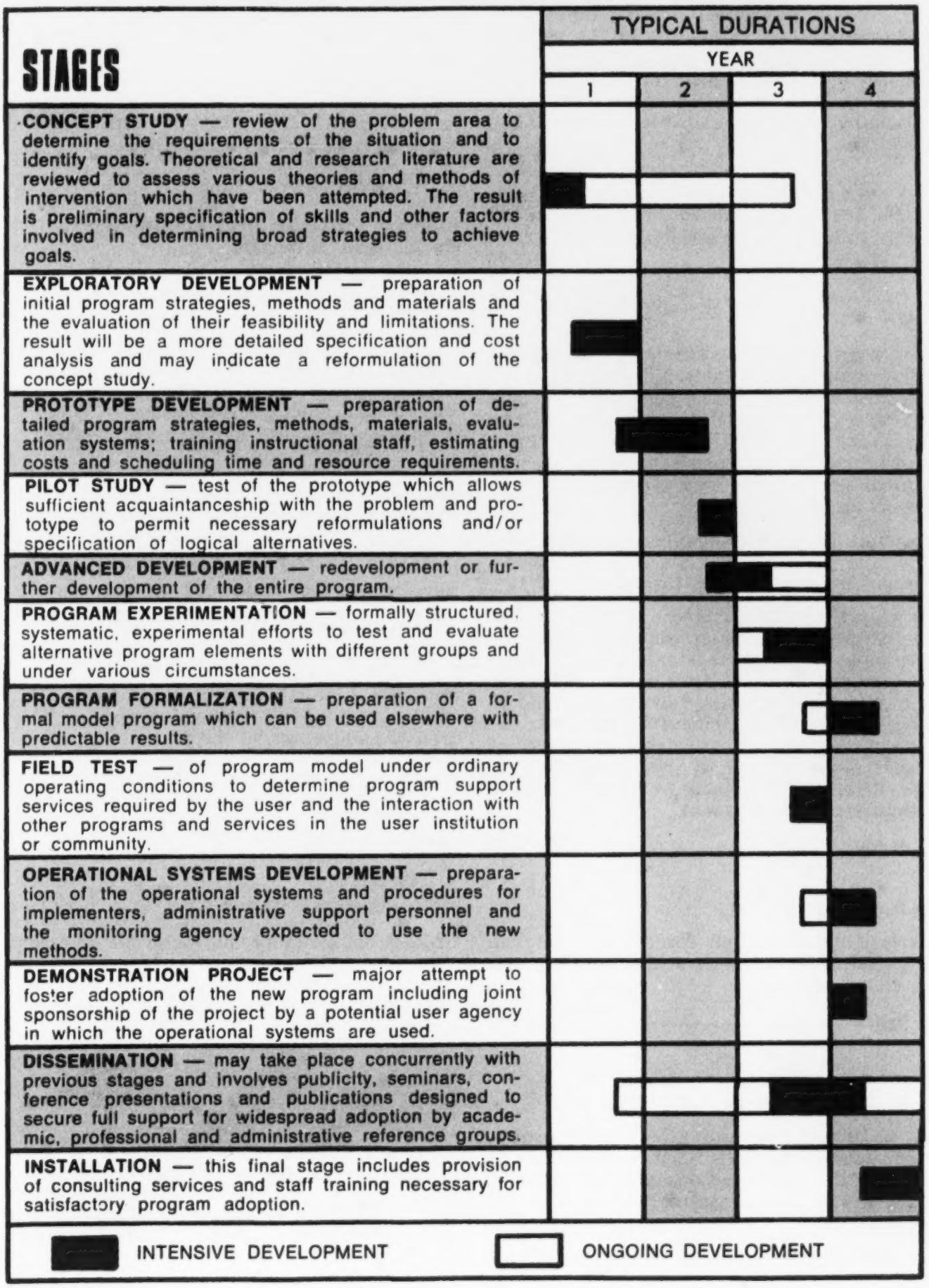
LEREC is a plan to make use of summer recreation projects in northern communities for developing the children's fluency in English, which is the language of instruction in their schools.

This book explains the LEREC concept, defines the linguistic objectives, suggests a balanced program of recreational activities for children of all ages, states the English structural patterns and vocabulary that are necessary for those activities, proposes methodology for the recreation leaders to use in implementing the program, and outlines the training needed by those recreation leaders.

248 pages **$4.95**

*Additional commercial materials are required to conduct the course.

DEVELOPMENT OF NEW TRAINING METHODS


STAGES
TYPICAL DURATIONS
YEAR
1
2
3
4
CONCEPT STUDY — review of the problem area to determine the requirements of the situation and to identify goals. Theoretical and research literature are reviewed to assess various theories and methods of intervention which have been attempted. The result is preliminary specification of skills and other factors involved in determining broad strategies to achieve goals.
EXPLORATORY DEVELOPMENT — preparation of initial program strategies, methods and materials and the evaluation of their feasibility and limitations. The result will be a more detailed specification and cost analysis and may indicate a reformulation of the concept study.
PROTOTYPE DEVELOPMENT — preparation of detailed program strategies, methods, materials, evaluation systems; training instructional staff, estimating costs and scheduling time and resource requirements.
PILOT STUDY — test of the prototype which allows sufficient acquaintanceship with the problem and prototype to permit necessary reformulations and/or specification of logical alternatives.
ADVANCED DEVELOPMENT — redevelopment or further development of the entire program.
PROGRAM EXPERIMENTATION — formally structured, systematic, experimental efforts to test and evaluate alternative program elements with different groups and under various circumstances.
PROGRAM FORMALIZATION — preparation of a formal model program which can be used elsewhere with predictable results.
FIELD TEST — of program model under ordinary operating conditions to determine program support services required by the user and the interaction with other programs and services in the user institution or community.
OPERATIONAL SYSTEMS DEVELOPMENT — preparation of the operational systems and procedures for implementers, administrative support personnel and the monitoring agency expected to use the new methods.
DEMONSTRATION PROJECT — major attempt to foster adoption of the new program including joint sponsorship of the project by a potential user agency in which the operational systems are used.
DISSEMINATION — may take place concurrently with previous stages and involves publicity, seminars, conference presentations and publications designed to secure full support for widespread adoption by academic, professional and administrative reference groups.
INSTALLATION — this final stage includes provision of consulting services and staff training necessary for satisfactory program adoption.
INTENSIVE DEVELOPMENT
ONGOING DEVELOPMENT

SMALL BUSINESS MANAGEMENT

A course for Indians and Metis who are prospective managers of businesses, cooperatives or other organizations.

The Small Business Management course has been especially developed for people of Indian ancestry. The objective of the course is to prepare adults as owner/managers of their own small business or as management personnel for business owned by bands, co-operatives or others.

Objectives of the Small Business Management Course

The objective of the course is to prepare the participants who have likely had little experience in business to be small business owner/managers. Some will undoubtedly be ready to start their own small businesses on completion of the course. This will depend on the planning and thought which the individual has put into preparing for entry into the business. Others, and perhaps the majority will progress through various phases of on-the-job training as clerks, assistant managers or managers of businesses owned by others. The course in Small Business Management will permit them to learn much more rapidly and will also facilitate learning in areas which would have previously been completely foreign to them. On-the-job training prior to taking the course would give very limited results because of the lack of knowledge in business. On the other hand, on-the-job training after the Small Business Management course would not only be highly desirable and beneficial but for many of the graduates a necessity so they could gain more insight into the various practical facets of a business.

In view of the limited business experience of most native people, the course aims to develop competence in the major areas of knowledge related to business and to help the participants acquire self confidence, mature judgement, and a sense of business responsibility. The course also attempts to develop decision making skills in a business context, to discover and evaluate objectively alternative business opportunities and to develop the human relations skills necessary in dealing with clients, suppliers, financiers, etc.

a. Management Process
b. Marketing Management
c. Business Law
d. Personnel Management
e. Personal Finance
f. Production Management
g. Finance, Accounting, Bookkeeping
h. Business Communications.
i. Office Procedures

The diagram on the next page illustrates these subject areas.

A review of each subject will illustrate its content. As will be pointed out later, the lessons do not proceed successively from subject to subject but provide for a sequencing of material from the various subject areas so that the student can learn the elementary aspects of each subject before he proceeds to more complex material. Also he is provided with a variety of material and an opportunity to integrate the various aspects of business into a more comprehensive whole.

a. **Management Process**

Due to the nature of Management, a student should not only develop the technical skills required, such as Accounting or Personnel Management, but also his conceptual skills. To complete his total make-up, he should have a concept uniting the various social processes, the rationale of organizations, and his place within that system, co-ordinating diverse resources, both within and without his immed-

COURSE OUTLINE

MANAGEMENT PROCESS

AREAS OF MANAGEMENT DECISION

FINANCE, ACCOUNTING, BOOKKEEPING

MARKETING MANAGEMENT

PERSONNEL MANAGEMENT

BUSINESS LAW

PERSONAL FINANCE

BUSINESS COMMUNICATIONS

PRODUCTION MANAGEMENT

OFFICE PROCEDURES

iate business operation. Management Process serves this purpose.

Since the student is not expected to have had a vast experience of what business is all about, this first subject area puts emphasis on what is involved in business. Management Process sets up a conceptual framework to which the student is referred at intervals throughout the duration of the course. Thus his acquired management skills are always in context. Topics covered include: organizations, management functions, What is Business?, Factors of Success and Failure in Business. Visual aids and concrete examples from the students' environment are used to give them a better understanding of some of the problems involved in the operation of a business.

Through extensive discussion, the students should arrive at the need for organizing to achieve set goals, and the need for co-ordination within that organization: thus the need for Management. In this general context, the various organizations in existence today should cease to be outside the realm of the students' understanding.

b. **Marketing Management**

This subject area explores the need for as well as the method and technique, of marketing. The student becomes familiar with marketing functions and how they are carried out in various businesses. Topics include: the importance of the consumer, pricing, promotion, product planning, display, purchasing, personal selling, stockkeeping, advertising, and public relations.

c. **Business Law**

This subject presents some of the more pertinent aspects of business law. It begins with a brief look at the sources and classes of law and how our legal system works. The student examines the various forms of business organization: sole proprietorship, partnership, co-operative and limited company. Since contracts are the basic tool of business, the student discusses the elements essential before a legal contract can exist. The student is also given some practice in the interpretation of contracts. Interests and the transfer of interests in land is covered along with the topic of mortgages. The area of credit transactions and creditors' rights ends with a close look at the rules and procedures relating to insolvency and bankruptcy.

d. **Personnel Management**

This subject deals with the various reasons people work and the various styles of leadership. The process of recruiting, selecting and training is reviewed. The job and qualities of supervision, employee morale, delegation, employee grievances and disciplining are also discussed. The problem of communication between employer and employees is studied at some length.

e. **Personal Finance**

The success of a business venture depends to quite an extent on the ability of the owner manager to handle his own personal finances. The matter of family budgeting, savings, consumer credit and their relationship to the business are covered in this subject area. Personal insurance and the topic of wills and basic estate planning are also dealt with.

f. **Production Management**

In cases where the students do not plan to go into manufacturing, this subject may be optional. It deals with the problems of production, plant location, materials handling, work simplification methods and decisions such as make or buy, when and how much to produce and quality control.

g. **Finance, Accounting, Bookkeeping**

This subject covers the vast area of bookkeeping, accounting, planning and budgeting. It starts out with the need for records, the handling of money, use of a cash register, books of original entry, the recording of sales tax and the banking system.

The student is then introduced to a simplified bookkeeping system which starts at a very elementary level and gradually builds up to a full system. Topics such as Income Tax deductions, Canada Pension Plan, Unemployment Insurance and preparation of payroll are studied. Emphasis is placed on credit sales, accounts receivable and credit policy.

The student learns how to make year end adjustments, prepare a profit and loss statement and a balance sheet. He then has an opportunity to analyze these statements for management decision making.
Once the basic accounting system is known, the student studies the areas of producer credit and how it may be used in his business. The student learns to plan and budget for both long-term and short-term needs and reviews the various credit sources available to him and is made aware of the information required of him for a credit application.

h. **Business Communications**

With communication such an important factor in any business venture, the process and barriers of communication are examined. Various methods of communication are studied. The student gets practice in public speaking, writ-

ing letters, and conducting meetings.

i. **Office Procedures**

Over a period of time businesses receive and record a vast amount of information on paper. Much of this information is required for management to use in planning and controlling, and much is required by governments. The businessman thus has a need for procedures that will enable him to store and retrieve information in a fast, efficient manner at a reasonable cost for his operation.

In the Office Procedures track the student is shown an efficient method of handling incoming and outgoing mail; he is introduced to and works with various filing systems; he is shown various business forms and stationery and told where to obtain them; and he is shown how to operate various office machines. He is also provided with the techniques to cost out his office procedures as regards to time, applicability, and cost.

Course Methodology

As was mentioned previously, rather than deal completely with the content of one subject area and then go on to the next, the lessons are sequenced to integrate the material from the various subject areas. In this way the student acquires a knowledge of the elementary aspects from the different areas and then can build on the material learned to go on to the next level. The student gets to see and integrate for himself the various basic aspects of business before he is taken to any depth in any one subject area.

The course as a whole is based on a problem solving model. The student first becomes aware of a difficulty, clarifies the problem, collects information germane to the problem, postulates alternatives and selects the alternative which seems the most appropriate.

Each lesson is also based on this model. The course is not presented in lecture form. On the contrary, little if any material is taught by way of lectures. Each lesson is started by a stimulus to create awareness of a difficulty. A projectual, a short case history, or a film may be used for this purpose. Group discussion is often used to clarify the problem. Films, readings and discussion are used to gather information germane to the problem. Alternatives are postulated by the students and the best alternatives are selected.

The student with the aid of projectuals, case histories, films and readings is involved and participates in a learning experience. It is in effect a discovery method of learning where the instructor leads the discussion and guides the students in their learning experience.

The instructor has for each lesson an Instructor's Manual which guides him in the use of materials and visual aids.

Of considerable use in stimulating discussion are short case histories adapted from real life experiences to which the student can easily relate. They permit him to think purposefully and to engage in open discussion. Since business management is not a clear cut technical matter, but involves much human judgement, the case history encourages the involvement of the student and provides feedback to the instructor as to what is being learned. There is thus free communication between the instructor and the student. The student gains confidence as he makes contributions to the understanding of the group. The student is therefore not only a receiver but also a contributor. This tends to develop responsible activity in the face of realistic group situations.

Some sixty films are used in the various lessons of the course. As was pointed out earlier, the students in general lack the life experiences associated with business. Films serve a very useful purpose to expand this life experience and to develop the student's interest and knowledge of a specific topic. Most films create situations which may then be discussed in depth in relationship to the student's past life experiences and his likely experiences which may otherwise be difficult to present. They also provide for a change of pace and a refreshing look at various business topics.

Each lesson has readings which are discussed by the students to increase understanding. The students also go on tours of retail outlets, wholesale houses, banks, credit unions, etc., where the students get an opportunity to question the manager about his operation. In addition, the students have frequent opportunity to interview in the classroom setting such people as a loans manager, a lawyer, government personnel associated with native people as well as native businessmen who willingly spend time with the group and discuss their business operations. These interviews gradually become more meaningful as the students gain more experience and confidence in themselves.

The course has scheduled a number of small business projects which the students can undertake to experience what business is like. The type of project can vary a lot depending on group interest and inclinations. The project should provide the students with realistic experience in marketing, personnel, finance, accounting, business organization and production. After the project is complete, an analysis and evaluation of the project in terms of what has been learned to date brings out valuable insights of the problems and progress being made.

NEW CAREERS LADDER

Courses for socanics and coaches to work in social institutions at two levels on the career ladder.

In urban and rural slums and other areas requiring intensive development of the social infrastructure, many additional jobs will be created in education, health, welfare, recreation, mobility, manpower development, housing, corrections and other programs. These employment opportunities, however, seldom benefit the poor people because of the high academic qualifications needed for most positions. This is particularly unfortunate in the northern prairies where the educational, welfare, health, police and other institutions are staffed by white people but find a substantial proportion of their clientele are of Indian descent.

There is a need, therefore, to re-examine the organization structure of most social institutions and to regroup tasks into a hierarchy of positions requiring various levels and clusters of skills. There is a need for this reorganization of services in any event because of the new emphasis on the delivery of social services and because many professionals in school, welfare and other human and social development agencies spend a considerable amount of their working time doing tasks of a non-professional nature. The concepts of division of labor and specialization have had only limited application. Yet the employment of non-professional but trained social workers, for instance, would have many values to the effective practice of social work beyond those of efficiency. They could extend the delivery of services by exercising the prevention and rehabilitation functions in the disadvantaged neighborhoods themselves. Indigenous social work personnel employed in police, probation and parole work could conceivably significantly reduce the alarming jailing rate of Indian and Metis.

This New Career approach designs occupations in education, social work, recreation, health, etc. of enormous social value which the poor can do here and now, and in which they can grow and progress.

The New Careers theory proposes:

a. that trained non-professionals can perform a great many of the tasks now performed by professionals;

b. that a hierarchy of these jobs can be developed, requiring different degrees of training;

c. that this training can be acquired in stages;

d. that the professional will then be freed to perform tasks of a more specialized nature in accordance with their more advanced training;

e. that including para-professionals in service organizations will extend and enhance the services offered;

f. that social institutions reorganized to include para-professionals will be in a better position to assist clients during difficult periods of adjustment.

Trained non-professionals can perform a great many tasks that will release the professional for other work.

NEW CAREERS LADDER

SOCANICS

The New Careers program proposes, in effect, three levels of human service workers:

1. Socanics — skilled workers in social institutions. These are the aides.
2. Coaches — these are the technicians in the agencies.
3. Professionals.

The progressive reorganization of many human and social development organizations is creating new jobs that can most capably be filled by Socanics.

The following job descriptions provide greater detail on the tasks to be performed by typical Socanics.

The term "Socanic" (a skilled worker in social institutions) was coined to designate a para-professional trained in the core skills.

SOCIAL WORK AIDE

a. Interview applicants:
   (1) fill out all necessary forms,
   (2) verify eligibility factors,
   (3) set up folders for applicant in the file,
   (4) direct client to specific professional, trained to assist the client.

b. Interview clients:
   (1) make home visits to ascertain the needs of the client.
   (2) make visits outside of the office to gather information and details for the professional staff.
   (3) assist the professional in observing and defining the client's problems.
   (4) seek to co-ordinate the specialties of the professional staff by directing clients with multiple problems to various personnel.
   (5) establish rapport with the clients, and foster confidence in the clients for the professional staff.
   (6) supervise and assume responsibility for various tasks designated by the professional.

c. Clerical duties:
   (1) file and locate materials for the professional staff.
   (2) summarize and select pertinent information needed by the professional staff when dealing with specific cases.

d. Field work:
   (1) within the community, assist the client in locating housing, jobs, recreational and cultural facilities, as well as assisting the client by coordinating welfare programs with schools, police departments, and courts.

EDUCATION AIDE

a. In classroom:
   (1) assisting teachers in instructional activities:
      (i) delivering routine materials to the body of the class while the teacher concentrates on students who need individual attention, (e.g., reading spelling lists, supervising tests, supervising in-class study).
      (ii) giving individual attention while the teacher is giving group instruction.
      (iii) assisting the teacher with visual aids during instruction.
      (iv) taking care of minor disturbances during instructional period.
      (v) supervising the class during study periods following instructional periods, or during necessary absences of teachers.
      (vi) taking roll, taking up collections for various charitable or school related activities.

b. Assisting teachers with lesson preparation:
   (1) making charts, posters, maps, etc.
   (2) typing lesson plans.
   (3) duplicating lesson plans and other material.
   (4) locating additional material.
   (5) grading.

c. Office:
   (1) typing.
   (2) recording statistics of attendance, grades, etc.

d. School libraries:
   (1) student library:
      (i) file cards,
      (ii) returning books to proper shelves,
      (iii) checking out books for students,
      (iv) helping locate materials for students and teachers.
   (2) teachers' resource library:
      (i) keeping file up to date,
      (ii) locating material and returning material to proper place,
      (iii) reading new material, and listing general content to assist teachers in locating materials quickly and easily.

e. Audio-visual media:
   (1) operating moving and still projectors,
   (2) operating tape recorders,
   (3) being familiar with and operating other instructional devices.

f. Co-curricular activities:
   (1) assisting in school activities not directly associated with classroom instruction.
   (2) assisting in supervision of the playground.
   (3) assisting in lunchroom supervision.
   (4) helping supervise teams and other groups away from the school.

ALCOHOL COUNSELOR

a. To help organize alcoholics into groups, usually affiliated with Alcoholics Anonymous.

b. To supply persons and communities with information regarding alcohol and drug addiction.

c. To plan and organize support programs for spouse and families of alcoholics and drug addicts.

d. To begin community programs to educate children on the dangers of alcohol and drug addiction.

e. To enlist community organizations in preventative and rehabilitative programs.

f. To refer to the medical profession, addicted persons desiring or requiring help.

g. To cooperate with police, welfare, educational and other organizations directly involved with drug addict or alcoholic.

h. Assist those requiring attention to obtain institutional help in overcoming alcoholism or drug addiction.

COMMUNITY HEALTH WORKER

a. Individual and group interviews.

b. Record and file health information.

c. Maintain the facilities of a health station that can be utilized by doctors, nurses, health region officials, and dentists visiting the community.

d. Assist in crisis situations:
   (1) administering first aid,
   (2) arrange transportation,
   (3) notify doctors of incoming patients.

e. Compile survey data on community programs, particularly those that affect community health.

f. Participate in health region outreach programs through a planned program of home and school visits.

g. Provide a limited maintenance counseling after the client has seen professional staff.
   (1) Assist patients in maintaining routine treatment, such as exercises, redressing, diets, etc.

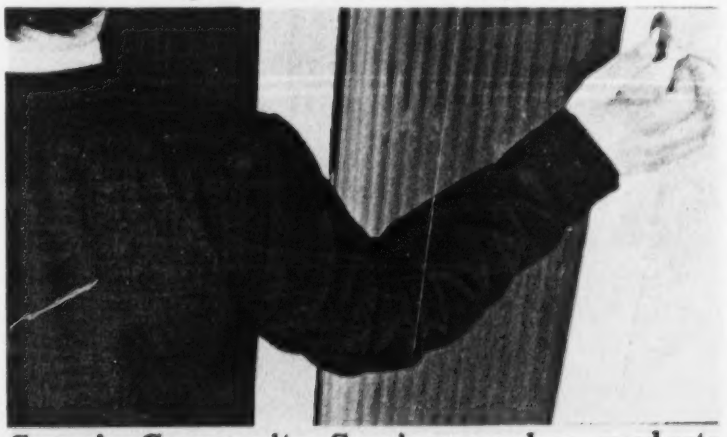
h. Assists in recruiting community residents to participate in special meetings and classes relating to community health.

i. Assist health authorities in maintaining the records of child health and vaccination and immunization programs.

j. Ensure special care for needy groups within a community:
   (1) the aged,
   (2) persons suffering from mental and emotional disorders.

COMMUNITY SERVICES WORKER

a. Familiarize himself with the resources of the community and their availability to his clients.



Socanic Community Services worker conducts follow-up visits with persons or families using services.

b. Assist different agencies and groups to extend their services to include his client population.

c. To organize recreational activities for persons or groups who are separated from the major society by a language barrier.

d. He should supply agencies with information regarding:
   (1) description of families (size, number of children, number of families, living conditions),
   (2) occupational status,
   (3) health (physical, emotional, and mental conditions of persons in families),
   (4) income,
   (5) education level of parents and families,
   (6) existing neighborhood facilities,
   (7) religious affiliation,
   (8) particular talents displayed by individuals or groups.

e. He should be able to identify problem areas.

f. He should be able to explain programs, identify opportunities, and enlist persons into community activities for their cultural and social benefit.

g. He should conduct follow-up visits with persons and families using services.

h. He furnishes feedback to the agencies concerning their program.

Socanic court worker assists in obtaining legal counsel and acts as interpreter when necessary.

RECREATIONAL AIDE

a. Assist with various phases of occupational and recreational therapy.

b. Maintain equipment and supplies and materials for crafts.

c. Dispense and receive various equipment and supplies and materials for crafts.

d. Assist in organizing a wide range of games, crafts and other activities based on the individual's needs and capabilities.

e. Maintain records.

COURT WORKER

a. To help disadvantaged people having difficulty in the courts:
   (1) pre-trial interview:
      (i) maintain regular visits to jails to interview persons in trouble with the law; (seek to establish liason with police department so they will inform the worker of cases in need of help),
      (ii) interview and record circumstances:
      —violation (circumstances, if possible),
      —family background,
      —employment,
      —record (note other offences in same field),
      —need for legal representation,
      —need for bail,
      —discuss: plea, election,
      —notify family and anyone else the client feels he needs to contact,
      —check facts as given by client,
      (iii) maintain a working relationship with courts and police, becoming a liason between the accused and the law enforcement system.

   (2) In court:
      (i) to attend court (criminal, family and civil) and to see that the disadvantaged people understand the procedures, as well as possible judgements,
      (ii) to assist in obtaining legal counsel,
      (iii) to assist the court in making a fair judgement, based on understanding and clearly stated facts,
      (iv) to speak for accused or interpret (when needed),
      (v) to help in obtaining information needed to evaluate the offender's case.

(3) Post-court:
  (i) to offer rehabilitation service to offenders in conjunction with parole boards, probation officers, John Howard Society, etc.
  (ii) to assist in supplying pertinent information for parole plan, and supervise people on parole and probation.

b. Clerical:
  (1) keep records of court appearances and jail interviews in an accumulative file, thus building up a useful case history on which better service can be rendered,
  (2) keep a record of all expenses, documented with bills and receipts, and provide the supervisor with a written report monthly.

c. Community Activities:
  (1) speak to interested groups.

PAROLE AND PROBATION AIDE

a. Under the direction of parole and probation officers, the aide shall supervise clients.

b. Maintain records of all clients and their activities related to their parole or probation.

c. Keep records which will be supplied to a parole officer on a regular basis.

d. Assist parole and probation officers in obtaining pertinent information regarding clients.

e. Assist clients in understanding parole and probation procedures, the necessity of living up to their set requirements.

f. Assist in community education programs on the purpose, function, and reasons for restrictions for persons on parole or probation.

TRAINING

The work described in the previous section can be structured so that persons with training can very quickly perform useful functions at entry-level positions. While on the job, or following a period of satisfactory employment at the aide level, additional training can be provided to enable the aide to move up the career ladder. This education can enable the aide to function on increasingly higher levels of skill and responsibility.

Saskatchewan NewStart identified the generic skills needed by para-professionals at the aide level. It was found that most of these skills clustered into a core of knowledge that was adaptable for a single course of study. The remaining skills were again clustered into specialized fields which could be taught on the job or in brief follow-up courses.

COURSE STRUCTURE

1. **Communication Processes**

Much of the work of a para-professional concentrates around the ability to communicate effectively, both on the level of the professional and the client. Therefore, the course includes the communication skills — writing, speaking, interviewing, etc.

2. **Clerical**

Students are given a basic typing and instruction and practice in record keeping and the operation of common office machines.

3. **Human Relations**

This part of the course deals with the relationships of the para-professional with the professional as well as with the client, the organization, and his fellow workers. Particular emphasis is placed on ethics.

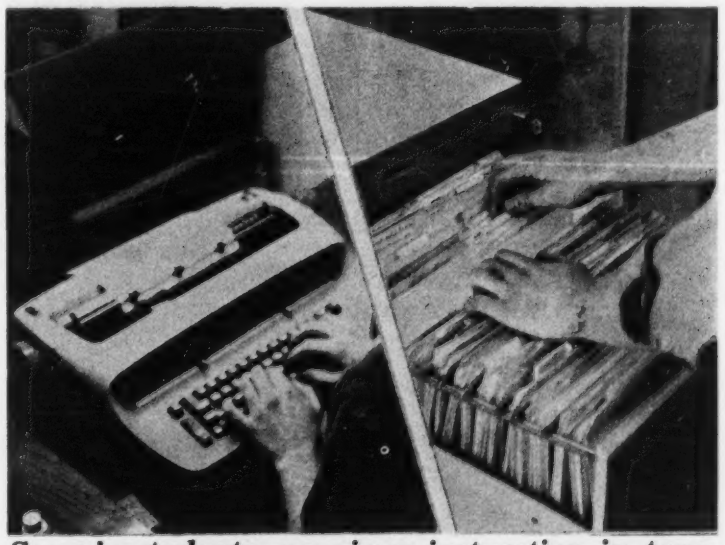
4. **Human Growth and Development**

This is an overview of human growth and development, seeing the progression from birth to old age, involving the factors of physical, mental, emotional and social growth.

5. **Personal**

This is designed to help the para-profesional coordinate his work habits with the expectations of the agency.

Following completion of this core, students may then select a short course stressing the special skills needed in the individual areas such as education, social work, medical, and legal. Alternatively, they may get the skills through on-the-job training.



Socanic students are given instruction in typewriting, filing, records and office procedure.

NEW CAREERS LADDER

COACHES

Saskatchewan NewStart has devised the following training methods for the coaches who teach the NewStart courses:

Instructional coaches represent a second level on the occupational ladder. For instance, the Life Skills Coach Training program was developed to teach people to teach the Life Skills course. Graduates of this course, however, have been employed in a variety of jobs in social programs because of their training. The jobs include:

a. community development workers,
b. social welfare counselors,
c. probation officers,
d. school counselors,
e. Life Skills coaches.

BASIC EDUCATION COACH TRAINING

New instructors learn to use Saskatchewan NewStart's modular curriculum and its integrated individualized process for placement, analysis and diagnosis of difficulties, counseling, selection of materials, prescription, and explanation according to the needs of individual students.

New instructors study the range of commercial materials recommended in Saskatchewan NewStart's adult program and learn to use them in the individualized process.

They also learn:

(1) how to use the audio-visual machines and aids required in an adult upgrading program.

(2) how to administer the Canadian Tests of Basic Skills and to record and report the results. Literacy instructors also learn to administer the Oral English Test and the Test for Learning Disabilities.

LIFE SKILLS COACH TRAINING

Problem Solving Skills

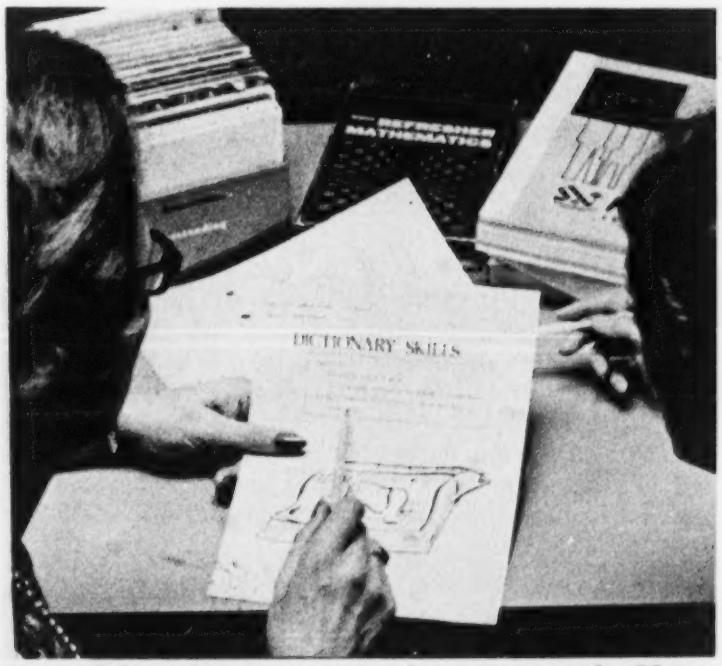
The problem solving component includes demonstration of the problem solving skills, practice in them, and practice in teaching them to others. It contains some theory, demonstration of problem solving systems, the use of heuristics, and skill practice in synetics.

Human Relations Skills

The development of these skills is central to the coach training program. The coach develops a sensitivity and awareness in his training which he transfers to the classroom. Behaviors are learned, practiced and modified until the coach develops competency in such things as:

a. attending behaviors, expressing, sharing, and responding to feelings, giving and receiving constructive feedback, initiating and contributing data, seeking contributions from others, summarizing, clarifying, co-ordinating, integrating, elaborating, setting standards and orienting, testing for concensus, gate-keeping, encouraging and supporting, harmonizing and compromising;

b. coping with such harmful behaviors as blocking, dominating, recognition-seeking and competing, self-confessing and sympathy seeking, special-interest pleading, side-tracking, with-



Basic Education instructors learn to use the NewStart curriculum and commercial materials recommended by NewStart.

drawing, horsing around and assuming that the problem is clear;

c. making effective process interventions in diagnosing and commenting on various aspects of the group process.

Knowledge

The coach demonstrates his competence in all the skill areas by accumulating and understanding specific content knowledge. Recognition is given to the fact that content knowledge is derived from many sources, formal course work being only one. Content knowledge is defined to include the depth and breadth of content deriving from the course as well as the kind of content knowledge associated with the methodology and technology of conducting the course. The content knowledge requirements for coach training include:

a. the theoretical foundation of the Coach Training and Life Skills programs, their structure, concepts and nature of training;

b. the principles of learning in the affective, cognitive and psychomotor domains;

c. cultures of the disadvantaged and the Indian and Metis;

d. group dynamics, group development and phase progression, performance centered, counseling, behavior description, behavior modification, skill training and ethical problems of coaching.

Lesson Presentation Skills

The coach develops the behavioral skills required to facilitate the learning process in the implementation of Life Skills lessons. These include:

a. skills in questioning, skills in recording, categorizing and summarizing data, and reporting outcomes and information to the group;

b. motivating students in the classroom, gaining commitments for change from students, planning activities with the students, leading discussion groups, and using behavioral counseling techniques;

c. techniques of role-playing, conducting the case method, and organizing "group-to-group" situations;

d. operation and utilization of audio-visual media; using videotape equipment for recording and playback, using film, film strip, and overhead and opaque projectors, using cassette and reel-to-reel audio recorders; creating simple visual aids and displays; selecting the most appropriate medium to present a concept.

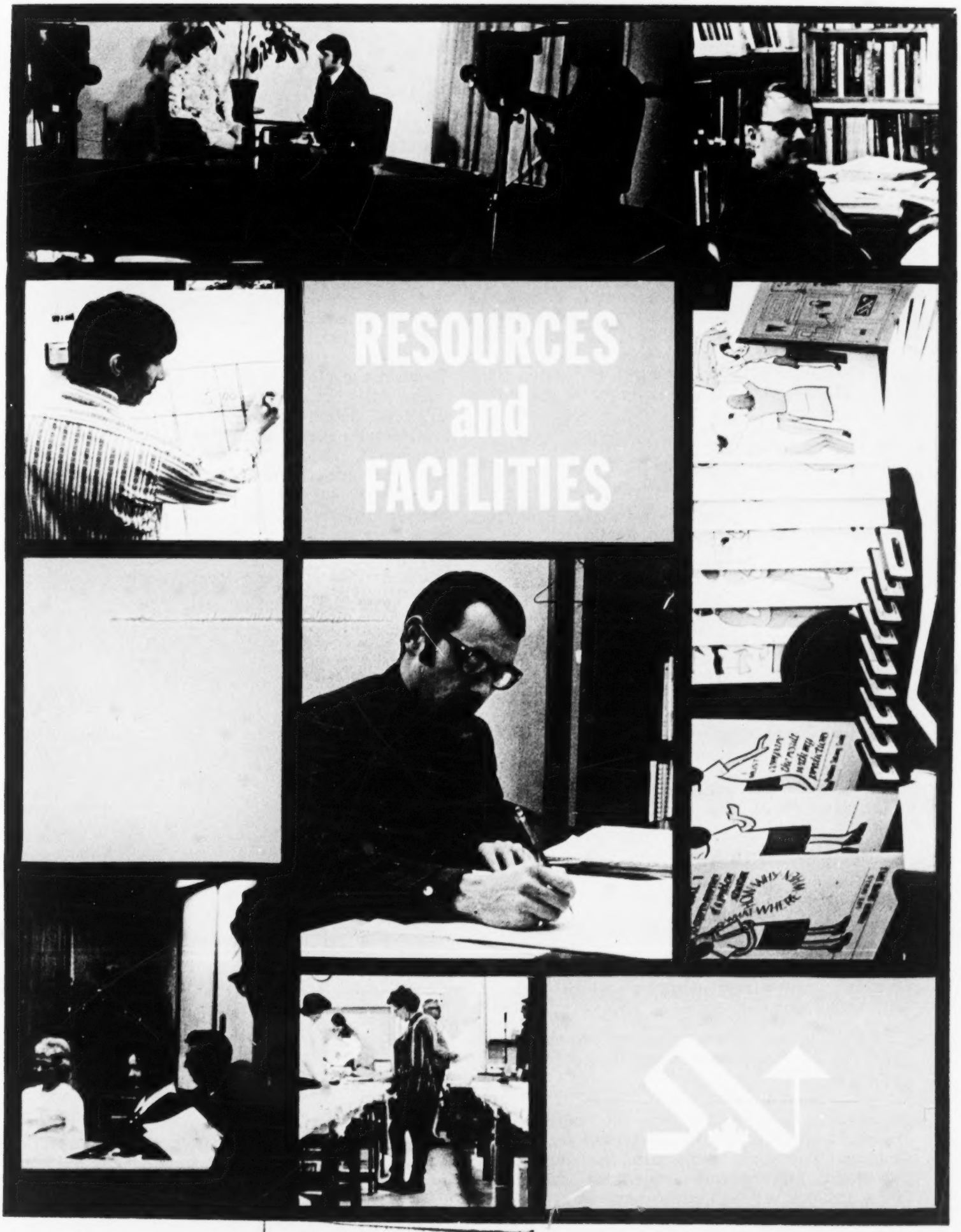
Basic Communication Skills

Speaking, checking for understanding, listening, identifying breakdown in person-to-person communication, using gestures and other non-verbal forms to communicate.

Evaluation Skills

The coach's ability to evaluate is integral to the learning process which takes place in any of the skills mentioned above. In some cases the process of evaluation can not be divorced from the major skill because in and of itself it is of an evaluative nature. For instance, the Human Relations skill of "giving and receiving feedback" falls into this category. Other evaluation skills in which the coach develops competency are Performance Evaluation Skills. These include observing, analyzing and evaluating his own performance and that of his peers and the students to identify strengths and weaknesses; feeding back evaluation data; using techniques for the development of student self-evaluation skills.

The Life Skills coach must develop the ability to evaluate because this is integral to the learning process. One technique is the ability to evaluate his own performance and that of his peers.



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